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ABSTRACT

This handbook is designed to acquaint the teacher educator with the training materials in classroom management prepared by the Utah State University Protocol Training Project. It deals with the protocol materials generally and with each module specifically, and includes the following sections: (a) an introduction to and rationale for protocol materials, (b) ways of identifying specific kinds of learning situations in which these protocol materials can be used, (c) a discussion of the student activities involved in completing a protocol module, (d) general principles of the management of protocol materials, and (e) information about each module. The specific modules covered in this handbook deal with the following classroom management concepts: (a) the increase of student on-task time, (b) learner accountability, (c) smooth transition from one classroom activity to another, and (d) teacher awareness of what is going on in the classroom. (HMD)

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INSTRUCTOR HANDBOOK

for the

Protocol Modules on Classroom Management

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INTRODUCTION

WHY USE PROTOCOL MODULES?

Perhaps the best reason was given by a graduate teacher at the University of Colorado, who participated in the field study. "After all these years," she said, "I finally learned something practical to do in the classroom!"

Unfortunately, all too often teacher training courses leave the student with very little information on specific teaching behaviors. That is, the student may wind up long on theory but short on what he must actually do in the classroom. This situation results from a number of well-intended but poorly defined teaching strategies.

For example, many instructors do not present detailed analyses of specific teacher behaviors and the underlying concepts, but give instead general principles or assign classroom observations and assume that students will identify the specific teacher behavior embedded. Although this approach seems to be finally fading out, the assumption that students usually can make the inferential leap from undirected observation or anecdote to specific behavior is still implicit in many teacher education programs. A second approach assumes that the instructor's task is not one of presenting specific behaviors, (and thus limiting student freedom) but rather expounding philosophies (from which students make a choice). The effect, again is that of forcing the student to make a conceptual jump from general philosophy to specific classroom practice. Most students fail, and blame their instructors for teaching them "irrelevant" content. It's one thing to give a student the underlying rationale for reinforcement, but it's another for him to recognize that a specific statement of praise at the end of a student response is a reinforcing teacher behavior.

The Utah State University Portocol modules are based on sound theoretical foundations and enable the instructor to help teacher trainees to understand basic teaching concepts and relate these concepts to specific teacher behaviors. Student reaction to the Protocol modules has been good, probably because students recognize that they are acquiring concepts and skills that can be transferred directly to teaching.

THE INSTRUCTOR GUIDE

This Instructor Guide is designed to further acquaint you with the Utah State University Protocol Project training materials. It deals with the Protocol Materials generally, and with each module specifically. Treat this manual as a well-informed companion, and you should gain the kinds of insights necessary to use the modules effectively.

The Utah State University Protocol Materials are another example of an ever-growing series of auto-instructional packages, representing a

fusion of instructional technology and well-established instructional principles. You will note that most of the learning process is under the direct control of the student. Your activities will change from the more traditional role of imparting knowledge under a rigid schedule, to managing an instructional system and diagnosing student learning problems (if they occur). We think you will find this a much more rewarding learning process for both you and the student.

As a result of reading this manual, you will accomplish the following objectives:

1. Cite specific kinds of teaching situations to which these protocol materials can be put to use.

2. Identify the kinds of additional student learning achieved in this program.

3. Describe your management responsibilities.

If you will turn to the next page, we will begin the task of satisfying these objectives.

SPECIFIC USES

Objective

After reading this section, you should be able to identify typical kinds of learning situations in which the Protocol Materials can be used effectively.

Introduction

The Utah State University Protocol Materials can be used in a wide variety of teaching situations. They have been designed primarily for teacher trainees or inservice teachers at the elementary school level. However, in our field tests we have found that 94% of the secondary level teacher trainees believe they can apply at least half of the protocol concepts to secondary teaching. We have identified a few teaching situations for you where protocols will work. As you analyze their characteristics, others will undoubtedly occur to you. In order to help you more clearly relate module content to some typical teaching situations, we have presented you with a list of the definitions of the behaviors covered in each of the modules.

MODULE: Group Alerting

1. Questioning Technique -- The teacher frames a question and pauses before calling on a reciter, rather than naming a reciter and then giving the question.

2. Recitation Strategy -- The teacher calls on reciters at random rather than calling on them in a predetermined sequence.

3. Alerting Cues -- The teacher alerts nonperformers that they may be called on.

MODULE: Learner Accountability

1. Goal Directed Prompts -- The teacher asks questions which focus on the student's goal by asking him about his work plans or work progress.

2. Work Showing -- The teacher holds students accountable for their work by having them show work or demonstrate skills or knowledge.

3. Peer Involvement -- The teacher involves students in the work of their peers by having them respond to another student's recitation or work activity.

MODULE: Transitions

1. Stimulus Boundedness -- The teacher is deflected from the main activity and reacts to some stimulus that is unrelated to the on-going activity, versus Delayed Response -- the teacher delays responding to an unrelated stimulus until a natural break occurs in the classroom activity.

2. Thrust -- The teacher bursts in suddenly on the children's activities in such a manner as to indicate that her[1] own intent was the only determinant of her timing and point of entry, versus Timely Interjection -- the teacher introduces information in a manner which minimizes interruption to the student's activity.

3. Flip-Flop -- The teacher starts a new activity without bringing the orignial activity to a close and then returns to the original activity, versus Smooth Transition -- the teacher fully completes one activity before moving on to the next.

MODULE: Withitness

1. Desist -- The teacher demonstrates Withitness by telling students to stop the deviant or off-task behavior. In order to be effective, the desist must be directed at the student who initiated the deviant behavior and must be administered before the deviant behavior spreads or becomes more serious. If the desist is not timely or on target, it is a negative desist referred to as (D-).

2. Suggest Alternative Behavior -- When deviant behavior occurs, the teacher diverts the disruptive or off-task student by suggesting that he engage in an alternative behavior.

3. Concurrent Praise -- The teacher avoids direct confrontation with a student who is displaying deviant or off-task behavior by concurrently praising the non-deviant or on-task behavior of other students.

4. Description of Desirable Behavior -- The teacher describes or has the off-task student describe the desirable behavior which the student usually exhibits or should exhibit in place of the on-going deviant or off-task behavior.

The concepts listed above have been drawn for the most part from Kounin's research on classroom management as reported in Discipline and Group Management in Classrooms (Holt, Rinehart, Winston, 1970). In this research, he analyzed videotapes of teaching made in fifty elementary classrooms. He found that teachers who used certain management skills

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[1]Since most elementary teachers are female, we use the female pronouns rather than the usual his/her form. If you are a male, please read in the correct male pronoun.

had less deviant behavior and more work involvement in their classrooms during both recitation and seatwork. Some of the correlations that Kounin obtained between management skills and his two pupil performance criteria (deviant behavior and work involvement) are given in Table 1.

TABLE 1

Correlations between Classroom Management Skills and Pupil Behavior

	Recitation		Seatwork	
	Work Involvement	Freedom from Deviancy	Work Involvement	Freedom from Deviancy
Transitions	.601	.489	.382	.421
Group Alerting	.603	.442	.224	.290
Learner Accountability	.494	.385	.002	-.035
Withitness	.615	.531	.307	.509

Methods Courses

The Utah State University Protocol Materials lend themselves quite readily to implementation in traditional methods courses. Often these courses provide general guidelines, rather than prepare students to deal with specific teaching problems and challenges. Frequently, this is no fault of the instructor, since the preparation of instructional materials which adequately define and illustrate specific teaching behaviors is extremely difficult, time consuming, and beyond the resources of most individual instructors.

The USU Protocols are easy to incorporate into a traditionally-managed classroom setting as well as being more appropriate for individualized approaches to teaching. Here are some examples of how the materials can be employed in a traditionally-managed setting.

1. Classroom Discussion:

Probably all of you have received samples of instructional materials designed to be incorporated within methods courses, in which the authors have cross-referenced their products to a dozen different textbooks or

possible teaching situations. These cross-reference systems usually fail, because it's very difficult to keep reminding yourself to go back and see just how and where the materials are applicable. Rather, we have chosen to utilize some broad discussion questions as examples, on the grounds that their very generality makes them easier to incorporate.

Sample Discussion Questions

a. How can a teacher improve the quality of student answers?

Referring back to the behaviors previously listed, it can be easily noted that the teacher behaviors listed under Group Alerting will directly impact upon student performance. In addition, behaviors listed under Learner Accountability bear some relationship. Your students will find it worthwhile experience to explore these relationships.

b. In what ways can a teacher control the tempo of a classroom lesson?

The behaviors listed under Transitions are of critical significance here. Indeed, most students never have an opportunity to alert themselves with respect to these behaviors, especially prior to any kind of classroom work. Moreover, the skills tested under Group Alerting also contribute to the classroom tempo.

c. How can a teacher improve pupil to pupil interaction?

The skills listed under Learner Accountability should help your students learn to improve this vital dimension of classroom activity. The module not only serves to alert the student to the problem, but gives him immediate practical help.

d. What should a teacher do when disruptive behavior occurs in the classroom?

This is one of the most difficult problems that a teacher faces. For inexperienced teachers, this aspect of classroom management has repeatedly emerged as the most frequently stated problem. The specific applications of Withitness are designed to help teachers deal with this problem.

2. Performance Activities:

The Protocol Materials have incorporated various types of performance activities, including role-playing, microteaching, and observation. We shall discuss each in turn.

a. Role-playing

Through role-playing, you can bring the learner to a point where he can apply the Protocol concepts to real or simulated classroom situations. Most instructors are well aware of the fact that a student who can verbalize about a concept may not necessarily be able to apply it in the classroom. Role-playing techniques provide simple non-threatening situations within which a student can demonstrate his application of a concept

to teaching. Simulation is extremely useful when your students do not have access to a regular classroom. Putting it in a more technical sense, verbalizing on a symbolic level is one kind of learning, while enacting the overt behavior under appropriate conditions is another. Most students are grateful for the opportunity to do the latter, which can and does help them translate their knowledge into practical classroom application.

The following modules make provision for some type of simulation: Withitness, Learner Accountability, and Group Alerting. The descriptions for implementation and necessary rating forms are in the Student Guides, toward the back.

However, here are a couple of additional tips to help you in your classroom:

(1) Always allow the students a day to prepare their materials. Be sure to assign the groups before dismissing. In fact, a good idea is to let them get together for a few minutes to settle on topics. Don't worry about ingenuity -- in one classroom at the University of Colorado the lesson contents covered, among others: Yoga, Chinese puzzles, card playing, plant identification, word games, etc.

(2) Try and change the small group memberships from module to module. Give your students the opportunity to practice with differing group compositions.

(3) Your task will be to move about the classroom monitoring the discussions and role-playing, and announcing times to change roles. In fact, students become so involved in either the role-playing situation and/or debriefing that they forget to move on! You'll have few problems in student motivation insofar as this part of the course is concerned.

b. Observation

Many teacher-training programs require students to observe regular teachers in the classroom as part of an orientation to student teaching while giving them only the barest of instructions as to what is to be observed. Consequently, although much goes on in the observed classroom, the student usually gains very little insight. Therefore, one potential use of the Utah State University Protocol Materials is to require the student to acquire the concepts embedded in these instructional skills prior to observation. Subsequently, when he observes, his attention is focused sharply on the teacher's use of these specific behaviors in the classroom. Although the scoring reliability of the trainee might not be very high, certainly he will be in a better position to make the observation period more significant in terms of learning outcomes.

The observational materials (including forms) are also located at the back of the student manuals. It is suggested that such observations be carried out immediately after the first phase of the module (Tasks 1-5) are completed.

The following modules contain observational activities: Transitions and Learner Accountability. However, observations can easily be set up for the other modules as well, if the instructor wishes to do so.

Here are some additional tips:

(1) Always schedule these observations in advance so that the lesson to be observed is one in which the critical behaviors are likely to occur. For example, observing a classroom discussion would be fine for these modules, but observing students watching a movie would not.

(2) Review the student observations as soon as they are complete. A class discussion of the observational experience will help reinforce the concepts as well as help students analyze their own subsequent performances.

c. Microteaching

Microteaching has been defined generally as a classroom in miniature. That is, the teacher carries out a relatively short lesson using a small number of pupils. It is especially appropriate with student teachers or inservice teachers, but can be used in any situation where trainees have pupils available who can participate in the microteaching. The lesson is usually recorded on video or audiotape for subsequent analysis. If the teacher is using defined behaviors, such learning experiences prove extremely valuable. Microteaching is used in the following modules: Group Alerting and Learner Accountability.

As in the previous instances of role-playing and observation, descriptions of the process and the appropriate forms are in the back of each manual. Here are some additional tips:

(1) Try and schedule a room (it need not be big) where the microteaching can be carried out and the recording equipment stored. This permits you to set the equipment up for optimal performance and leave it there.

(2) Be certain that the microteaching is scheduled sufficiently in advance so that necessary adjustments can be made in the school routine.

(3) The student teacher should allow adequate time to review the lesson immediately after completion. The pupils should be dismissed after the lesson and before the analysis, if at all possible. However, some teachers do not mind the pupils observing along with them, and if this is the case, the pupils can stay.

If you intend to conduct the lesson in the regular classroom, check the placing of the equipment (especially the microphone) well in advance. Also try out the sound levels before conducting the actual lesson. It is recommended that the pupils be given some kind of seatwork assignment afterwards so that the student intern is free to analyze her performance immediately after recording.

Educational Psychology Courses

Much of the discussion on the use of the Protocol Materials in Methods Courses is quite applicable here. Although some skills do not lend themselves as easily as others to the typical course, the educational psychology instructor can incorporate most of these quite easily into his program. Questions similar to those listed under Classroom Discussion courses are useful, with the students concentrating on examining the underlying psychological principles. The role-playing activities are also amenable to psychological analysis.

Some underlying psychological principles include: reinforcement/punishment (Withitness, Learner Accountability), cueing (Group Alerting), classroom environmental factors (Transitions), etc.

Student Teaching

During student teaching the intern is in the doing phase, and consequently his behavior is supposedly recorded and analyzed enough times to help him improve his performance. Often, though, supervisors cannot visit the trainee's classroom enough times to adequately evaluate him. However, it is possible for student interns to learn to identify the protocol concepts, and then monitor each other.

The feedback provided under these circumstances is quite helpful, and usually well received since it comes from peers. In addition, of course, the cooperating teacher can also learn the protocol concepts and provide further feedback of a specific and definitive nature not always found in the intern experience.

Inservice Programs

Since the USU modules are largely self taught and focus sharply on specific teaching behavior, they are very well suited for inservice teacher education. The USU modules have been field tested with inservice teachers and the great majority report that these materials are very useful to them in improving their teaching. We have completed two research studies to date which indicate that taking the USU modules does make a significant difference in teacher behavior in the classroom. We currently have two additional studies underway to determine the effects of these changes in teachers' behavior upon pupils.

The modules can be used either by individual teachers in independent self-improvement programs or by groups of teachers in organized district inservice programs. In the latter case it is desirable to appoint a course coordinator to schedule the films and conduct discussion and role-playing lessons. In inservice programs it is important that teachers practice the skills covered in each module for at least two hours in their regular classrooms before moving on to the next module. These practice sessions should either be tape recorded and analysed by the teacher or observed by another teacher in the program, so that the practicing teacher will get feedback on her performance.

WHAT THE STUDENT LEARNS

Objective

After reading this section you should be familiar with the student activities involved in completing a protocol module.

Introduction

Most students have not really had much experience with auto-instructional programs. To help the situation, all the modules follow the same sequence of learning activities (with the exception of Transitions, which has an additional task). After one module, the students will regard their student manual as a well-traveled path, containing familiar sign-posts leading to successful outcomes. However, before we go on to your management role, let's review some of the material from the student guide which is part of the Group Alerting module, and see how your student is prepared for the experience.

General Procedures

Two parts to this package are critical to student understanding of the later work. These are (1) the Learning Sequence and (2) Introduction to Protocols. These give very specific guidance and also force the student to recognize the fact that he is undergoing a new experience.

Let's take a look at the Learning Sequence section (next page). The significance of this section is that the student not only acquires the concept that there are a series of instructional tasks he must carry out, but that he has some control over how fast (or slow) he goes. To many students, this is very unusual and exciting.

Next, students learn that many of the instructional activities go on outside of class. This reinforces the notion that this experience is a new breed of cat. Study the Learning Sequence before proceeding.

NOTE: This is the instructional pattern followed by students taking the U.S.U. Protocol Module on Group Alerting. The Learning Sequences for other modules are substantially the same. The performance activities (simulation, observation, and/or microteaching) are not included in the Learning Sequence because the pattern for all three are not identical. Nonetheless, they are important, and should be included if at all possible. Now, read on and see how these modules can be fitted into your own class.

GROUP ALERTING

Learning Sequence

Instructions:

Welcome to a new type of learning experience. It will be a lot different from those you have encountered in the past. You will work independently outside of class the majority of the time, and your work will emphasize using important educational concepts in classroom situations.

To help direct your learning activities, we have prepared a Learning Sequence. This is essentially a sequential outline of the tasks you will be engaged in. Treat it as a friend, and you will always know what to do next.

Let's look at the first task, labeled STEP 1.

Step	Where *Done	TASK
1	0	Read Introduction to Protocols and complete Self-Evaluation 1. Review Introduction if there are any questions
Pages 4-9		you cannot answer.

Starting at the very left, the first column identifies STEP 1 which deals with materials on pages 4-9. The next column "Where Done," has an asterisk in it, plus an "0". If you check the bottom of the next page, you'll find 0 = out of class and I = in class. As a quick check, scan the rest of the tasks and see which are done in class. (i.e., I). We'll wait ... . Tasks 4 and 5 are done in class. See, you will be working outside of class the majority of the time.

Under "task," you will find out what you are supposed to do. In this case, outside of class you will read Introduction to Protocols and complete Self-Evaluation 1. Review Introduction if there are any questions you cannot answer. When you are all done, put a ✔ mark in the Step 1 column.

STEP
✔ 1

Do this each time you finish a Step. This will enable you to tell at a glance where you are in the Learning Sequence.

Before you begin, let's add a final note. Some Steps are included to provide extra practice in case you need it to reach a high level of performance. Be sure to complete these extra Steps if your score is below criterion level since otherwise you will probably fail the test given in class (Step 5) and have to repeat the practice exercises.

Since this module is still being improved, you will occasionally find Suggestion Forms. Include your comments; how often have you wanted to tell the author what you thought was right (or wrong)? Besides, your comments will definitely be helpful . . . this package is not set in concrete.

Okay, let's go!

Step	Where *Done	TASK
1	0	Read Introduction to Protocols and complete Self-Evaluation 1. Review Introduction if there are any questions you cannot answer.
Pages 4-9		
2	0	Study Group Alerting - Description of the Concept. Complete Self-Evaluation 2 in pencil. Check your answers against the Scoring Key; erase any incorrect or incomplete answers. Review content covering any answers you missed and write correct answers in erased spaces.
Pages 10-16		
3	0	Complete Recognition Practice Lesson 1 using pencil and check your answers against the Scoring Key. If your score reaches criterion level go on to Step 3B, otherwise go to Step 3A.
Pages 17-22		
3A	0	If your score on Recognition Practice Lesson 1 did not reach criterion level, erase incomplete or incorrect answers. Review content covering answers you missed and write correct answers in erased spaces.
Pages 17-22		

		Time Required			TASK
		Start	Finish	Elapsed	
3B	0				In Recognition Practice Lesson 1, you had unlimited time. For Recognition Practice Lesson 2, you are allowed only 6 minutes to complete the lesson. The reason for having a time limit on this lesson is to help you improve your observational skill so you can observe the behaviors in the Protocol Film (Step 4) at the same rate they occur in the classroom. Check your watch and enter start and finish times. Score your Lesson using the key on page 28. If you did not finish within 6 minutes, or if your score was less than 10 correct, erase your answers and repeat Recognition Practice Lesson 2.
Pages 23-28					

* 0 = Out of class, I = In class.

Step	Where Done	TASK
4	I	View Protocol film "Group Alerting" and complete Protocol Film Observation Form. Score Protocol Film Observation Form. The criterion for passing is 80% (9 or more correct).
5	I	Complete Recognition Test. It will be scored in class after everyone has finished. If you fail to reach criterion level on this test, you should review the two Recognition Practice Lessons. Criterion level for this test is as follows: Section A - 4 out of 5 points. Section B - 16 or higher within the 11 minute time limit.
6	I	Read Performance Activity pp. 29-33. Complete Practice Exercise 1, taking the part of teacher at least once. Use Peer Simulation Practice Form p. 32 to critique this activity. Criteria are indicated in the practice exercises.

Next, the Introduction to Protocols tells the student in more detail what is expected of him. It serves to focus student attention on the critical elements of the module, as well as point out that he can achieve criterion by carrying out the specific tasks. Guaranteed success (for the vast majority of students) of worthwhile objectives is not a commonplace event in academic circles. This introduction has been included in all modules since different users often start with different modules and some users only adopt a single module for use in their classes. If you are using several modules in your class, students should read the Introduction to Protocols only with the first module they take.

Our field research has indicated that most students become believers after one module, simply because it works. The student who faithfully carries out the tasks almost has to deliberately fail the criterion tests. In short, nothing succeeds like success, and your students will be quick to recognize this. Moveover, the Protocol instructional strategies employed to achieve success for the would-be teacher, are likely to be considered for use by him when he goes out to teach. Study the Introduction to Protocols before proceeding.

INTRODUCTION TO PROTOCOLS

NOTE: This introduction is part of the Student Guides that are included in the U.S.U. Protocol Modules. It presents the Protocol rationale with which you, as the instructor, should be familiar.

Objectives

After reading this chapter you, the learner, should be able to:

1. State the purpose of the protocol modules in your own words.
2. State three ways in which protocol modules differ from conventional textbooks.
3. Explain why the Utah protocol materials emphasize very simple classroom management skills.
4. State an interest in trying the protocol materials.

The Purpose of Protocols

A protocol module is a self-instructional package of printed and filmed lessons designed to help the preservice or inservice teacher understand an important concept relevant to teaching and relate this concept to classroom practice. One definition of "protocol" is an original record of an event or transaction. The protocol modules are developed from records of classroom interaction in the form of written transcripts or films.

How Protocols Differ From Textbooks

The essential characteristic of protocol materials is their relevance to the actual classroom and their capacity to relate important teaching concepts to specific teaching behavior. In this respect, the protocols are fundamentally different from most textbooks used to train teachers. The typical textbook usually presents the important concepts and principles, but rarely gives the learner the kinds of experience he needs to translate these concepts into specific teaching acts that can be applied in the classroom. You will also find protocols different from most textbooks in other respects:

(1) First, each protocol starts with a set of learner objectives. These objectives will spell out in very specific terms what you will be expected to do after you have completed the

module. Many students fail in conventional college courses simply because they cannot figure out what they are expected to learn. You will find the objectives a great help to you in successfully completing the protocol modules.

(2) Second, information about concepts and relevant teaching behavior is backed up with practice exercises which are carefully designed to help you achieve the specific learner objectives. Unlike textbook content which is read passively, the learner plays an active role in completing the protocol lessons. Such active participation increases the amount you will learn from the lessons. The lessons are scaled so that each lesson moves you closer to performance that is similar to your task as a teacher in a regular classroom. In effect, the lessons will provide a carefully constructed map to help you make the difficult transition from theory to practice.

(3) Third, you will find that the instructional materials are much briefer than those found in most textbooks. The textual information has been cut to a minimum, leaving only that which is necessary. This means that although little reading is involved, that which is included is important and must be studied carefully.

(4) Finally, protocols differ from conventional learning materials in that they provide for individual learner differences. In the Utah protocol modules, individual differences are provided for by self-pacing and branching. A self-pacing instructional program is one in which the learner can progress through the learning experience at his own rate. Branching provides the learner with different routes he can follow in reaching the objectives. The protocols employ self-pacing to adjust the learning experience for persons who require more or less practice to reach the objectives. Since self-evaluation measures are also included, the learner has a firm basis for deciding whether or not he needs additional practice.

What You Do in the Protocol Module

What do we mean when we say that a person "understands" a concept? Actually, there are many levels of understanding. One of the lowest levels of understanding requires nothing except that the learner be able to state the concept or remember its label. Much of what students learn in school (at all grade levels) requires understanding at this level. The learner's achievement is usually measured by oral recitation lessons or multiple-choice tests. Such learning may help pass tests but does little to prepare the learner to apply his knowledge. Since teaching is an applied science, the learner profits little from knowledge that he cannot use.

The protocol approach leads to a much better understanding than is called for in conventional college courses. Learning is required at two levels which take the learner from the point where he has an abstract

understanding of the concept to the point where he can recognize ways of applying the concept to a teaching simulation.

Knowledge Level

Each protocol module contains the same kinds of materials and the learner follows about the same sequence.

The first phase of your learning experience with each protocol module will be directed toward giving you an initial understanding of the concept and its behavioral indicators. At this level, you will learn the name of each concept and study a list of management skills (behavioral indicators) that a teacher can use to apply the concept to the classroom. This is an important first step but falls short of the level of understanding you need if you are actually going to apply the concept in your teaching. Most education courses and textbooks stop at this level. In fact, many fail to reach even this level and merely tell the learner the concepts or principles and leave it up to him to figure out ways that he can apply them to teaching.

Recognition Level

Seeing examples of teaching can be a great help to the learner in relating an important concept to specific things a teacher can do to apply the concept to the classroom situation. If the learner can recognize examples of teacher behavior that apply to a given concept, he has a much deeper understanding of the concept than he can get from studying the typical textbook. Both written exercises and film are used in each protocol module to help you recognize ways that teacher remarks can apply each concept in the classroom.

These exercises are based on actual classroom situations which have been recorded with regular classroom teachers and students. We have edited the recordings so that we can give you the maximum experience in discriminating behavorial indicators of each concept in the minimum time.

In the written transcripts, teacher remarks are underlined and the learner must study the remark and decide what specific management skill the teacher has used to apply the concept. In the filmed transcripts a number appears on the screen immediately before the teacher makes the keyed remark. Again, the learner must decide what specific management skill the teacher has used. In some cases, examples are given of both the correct and incorrect teacher remarks so that the student can compare them.

With the written transcripts, the learner starts by completing Lesson 1 at his own rate. The follow[illegible] lesson or lessons and the Recognition Test have a time limit which [illegible] student must meet prior to viewing the film. With the film, he [illegible] respond at the same rate that the teacher remarks occur in the class discussion. This is a more

difficult task but is a valuable experience since it prepares the learner to identify key management skills when observing in a regular classroom or in evaluating his own performance by replaying a videotape or audiotape recording.

Why the USU Protocols Deal with Simple Teaching Skills and Behavior

In looking over the USU Protocol Modules, you will notice that most of the teaching behaviors that are covered in these modules are very simple techniques that can be defined clearly and which teachers can learn to use without much difficulty. However, do not be mislead into concluding that these behaviors are unimportant simply because they are not complex. Although teaching itself is highly complex, like many complex behaviors, it is made up by combining a great many simpler behaviors. The excellent teacher is often one who has mastered a great many simple skills and puts these skills together in an effective and creative manner. In contrast, the poor teacher not only lacks the simple skills, but often uses behaviors in their place which actually detract from the teaching situation. For example, the most effective way to ask a question during a recitation or discussion lesson is to first ask the question, then pause and then call on the child who is to give an answer. This questioning sequence (which is covered in the USU Group Alerting Module) is effective for several reasons. First, since the teacher frames the question before calling on a student, each student must listen and vicariously prepare an answer in case the teacher calls on him. Secondly, the teacher's pause gives children time to think of a good answer. The quality of responses in a recitation lesson will go up considerably if the teacher pauses and if children are told that the reason for the pause is to give them time to think of a better answer. In contrast, the ineffective teacher first calls the child's name, then asks the question and expects an immediate answer. By calling the child's name before asking the question, the teacher has alerted all other children in the group that they will not be called on and, therefore, need not pay attention. By expecting immediate answers, the teacher tends to obtain memorized answers to which the child has given very little thought. Therefore, you can see that even though using the correct questioning sequence is a simple behavior, it can make an important difference to the attention level of children during a discussion and the quality of their answers.

Since the USU Protocol Modules are designed primarily for students in teacher training and for teachers with limited experience, we feel that helping you learn the fundamentals of teaching, most of which involve relatively simple skills and behaviors is more important than attempting to teach you some of the highly complex and sophisticated strategies that you may wish to learn after you have mastered the basic tools of your profession.

Finally, since many pre-service teacher training students do not have access to regular classrooms, the USU Protocol Modules have been focused on skills and behaviors that the learner can master without extensive classroom practice. Classroom practice, of course, even for the most simple teaching skills is important and desirable. However, in the case

of very simple skills and behaviors such as those covered in the USU Modules, we have found from our past research that the teacher trainee can develop an understanding of these skills and learn how they can be applied in the classroom without any actual classroom practice.

In summary, the USU Protocol Modules focus on simple teaching skills and behaviors for three reasons. These are: (1) using such skills often brings about marked improvement in the performance of the teacher and the atmosphere of the classroom. (2) These simple skills are among the most basic to effective teaching and should be learned before trying to move on to more complex teaching strategies. (3) The simple skills and behaviors covered in the USU Modules can be learned by students who do not have access to regular classrooms for practice.

MANAGING THE PROTOCOL MODULES

Objective

After reading this section, you will (1) identify the general principles of management, and (2) solve the most common types of problems.

Introduction

Let's now discuss some of the management activities for which you assume primary responsibility. Although the sequencing of the tasks is pretty well handled by the Student Guide, nonetheless some specific activities on your part are absolutely essential. The management of this system is really quite simple. After you have done one of these, you'll have the routine down pretty nicely. We will define your tasks in the form of answers to specific questions.

A. Where do I start?

Let's start by opening the box. The Student Guides (there are four of them) are colored differently. By packaging the Student Guides separately, the instructor is free to use them in whatever sequence he wants to meet his instructional needs. Since each module is independent, you may also use some modules and reject others.

For the sake of illustration (only), pull out the pink colored Guide marked GROUP ALERTING. Take out also the film marked GROUP ALERTING, as well as two sets of packages marked GROUP ALERTING PROTOCOL FILM OBSERVATION FORM and GROUP ALERTING RECOGNITION TEST. These items together represent the materials needed to carry out the module.

B. What sort of classroom arrangements lend themselves to these modules?

1. Traditional Fixed-hour Sections

Take the Student Guide and turn to the Learning Sequence (p. 1). The first thing to do is distribute the Guide and go through the learning sequence with your students. Obviously, this is an instructor activity and requires 10-15 minutes. After that, your students carry out Steps 1, 2, 3, 3A, and 3B out of class.[2] Steps 4 and 5, which include showing the film and completing the Observation Form and Recognition Test are usually carried out as classroom activities. The students then participate in one of the performance activities, which may or may not be carried out in your classroom. The role-playing can be done in your class, while observation and microteaching are more likely to be done in the public schools. You will note that there are two or three key instructor-managed classroom activities, and that between these times the student is

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[2] Transitions has an extra lesson - 3C.

pretty independent.

One traditional class organization that lends itself immediately to the Protocol Materials is the three-period-a-week sequence. Let's suppose that your class meets on Monday, Wednesday, and Friday (or any other three-day sequence) for at least 50 minutes. One possible sequence which we followed in some of our field tests is as follows:

(a) On Day 1 distribute the Guide and go through the Learning Sequence with your students. This should take about 10-15 minutes. Actually the very first time you hand out these Guides, you'll probably have to spend more time making certain that the Learning Sequence is understood. After the students have gone through one module, this should be no problem at all. Then tell the students to carry out Steps 1-3B outside of class. Remind them that Step 4 will be the next class procedure.

(b) On Day 2, hand out the film Observation Form and then show the film (Step 4). Correct the Observation Form (students exchange papers) and the distribute the Recognition Test (Step 5). After completing the test, the students can exchange papers and correct them as you give the answers. All this takes approximately 25-30 minutes. Then discuss with your students which of the performance activities the class will undertake, and make certain all necessary assignments have been made.[3]

(c) On Day 3, your students will carry out their performance tasks either in your classroom, or elsewhere. Better allow the full period. If the observation or microteaching takes place at some other time you may either allow credit for this period or not, at your discretion.

What happens if you meet only two periods a week? There are actually several possibilities. One is to hand out the Guides the period before Day 1 and have the students complete tasks 1-3B before Day 1. Then carry out Steps 4-5 on Day 1, and the performance activities on Day 2. Another possibility is to use a three period sequence and carry over the module activities to the beginning period of the following week. It depends upon your needs and objectives in your course.

2. Individualized Program

If you're using the Protocols within an individualized program, there are few if any time problems. Your basic problems are (a) to make a motion picture projector available; (b) a room to store audiovisual equipment and printed matter, (c) a small room for role-playing; and (d) have a T.A.,

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[3]The performance activities can be omitted from the module (i.e., end at Task 5) at the instructor's discretion. However, you are urged not to do so, if it can be at all avoided.

work-study person, and/or yourself available to distribute materials, administer and score tests, and maintain records.

The students should be free to come in at any time and work at their own pace. Obviously, the sequence of activities is the same as in the traditional setting. However, the student in this type of program can do everything at one time (not usually recommended). It is suggested that the spacing of activities follow the traditional pattern, i.e., Tasks 1-3B, 4-5, and performance activities.

If you do not have a room and/or equipment available at all times, then you can schedule groups of students to view the films and/or take the criterion tests. In such instances they can exchange papers and score them with the instructor giving the answers. Post a schedule listing times for role-playing groups to meet and have students sign up. Public school activities (i.e., observation and microteaching) should be dealt with by the instructor through direct contact with the student.

3. Other Options

You may wish to use some combination of the traditional and individualized approaches. Or, you may wish to set up a new and different way of managing the modules. There is no reason why you should not experiment with different management strategies. The only constraint you may want to keep in mind is preservation of the basic learning sequence. Our research evidence shows that the great majority of students who follow this sequence successfully complete the module. Changing the sequence or omitting steps may reduce the number of students who successfully complete the module. On the other hand, you may wish to manipulate the learning sequence experimentally and collect data on learner performance if you believe a different sequence might be more effective.

C. Any general procedures or problems worth noting?

We have provided some tips previously, but here are a number of additional items that may help you successfully guide your students.

1. The instructor should carefully preview each Protocol module (both handbook and film) before starting it with his students. Since the probability of student success is very high, the instructor may feel that specific knowledge on his part of the modular content is not needed. Actually, by learning the concepts and checking the criterion tests, the instructor is in a position to quickly and adequately deal with any unique student problems that arise. No matter how carefully materials are prepared, unforeseen questions or situations are likely to arise from time to time. The well-prepared instructor not only helps the student, but demonstrates at the same time that he is dedicated to the materials. This has a significant impact on student motivation.

2. A major problem that can occur in this program is the failure of audiovisual equipment to work. An advisable procedure for the instructor is to pretest the film projector before class to make sure that

everything is in working order. Some practical suggestions we should note are:

(1) If possible, use a 16mm sound projector that has a separate speaker. The children in the films are not trained actors and their voices are sometimes difficult to hear. Therefore, a good sound system is necessary.

(2) Make sure your projector is well lubricated and functioning properly. A very noisy projector drowns out the verbal exchanges on the film.

A good way to test out your classroom and equipment is to start the film projector, sit in the back of the room and see if you can see and hear properly. You can miss an occasional pupil remark without any significant loss in learning since the USU Protocol Modules focus primarily upon the teacher.

3. A related problem is the fact that the films usually represent the most difficult criterion tests. Occasionally you will encounter a student who is just unable to identify accurately teacher language behaviors in a real time format (i.e., scoring as fast as behaviors are occurring). Requiring students to complete the Recognition Test within a fixed-time limit helps prepare them for the Protocol Film.

The instructor can help students considerably during the film observations by systematically calling to their attention when a number appears on the screen. This alerts the student who is looking down at his observation form. This is especially helpful during the first module or when the teacher behavior is very short, such as a praise statement. You'll find that as students gain experience with these films they become much more skillful. But at the beginning, when they are struggling with the problems of paying close attention and coding, it is most helpful to alert them to the appearance of a number.

4. The Protocol Materials are most effective when they are embedded within a regular classroom situation. That is, the modules should not be simply "run through" without regard for relevance to the program. It would be far better to use fewer modules, and use them as part of the regular classroom teaching situation where student motivation is taken into account. Significance for the students lies in the instructor helping the student identify the impact of these concepts. Failure to do so leaves the concepts relatively isolated; not tied to methodology and/or psychology.

5. After one or two modules have been used, students may have some problems (1) identifying skills which overlap with previous ones and/or (2) forgetting previous behaviors. Students can be helped in various ways: (a) In each succeeding module where a skill is now scored as NA (that is, a skill not covered in that module), the teacher may ask the students to identify it, if it has been previously learned. To avoid a major change in the scoring format, correct identifications could be scored as bonus points. Thus, the student who correctly substitutes the name of a previously learned

skill for an NA would receive a point to count toward his A, B, C criterion course grade. (See section on grading). (b) The teacher can distribute simple handouts cueing the students on previously acquired skills.

6. Occasionally a student will announce he can pass the criterion tests by simply reading the skill definitions, and not wading through the Student Guide. Some students do seem to become more adept at picking out necessary information as they progress through the system. There should be no penalty. However, warn the student that he is less likely to do well on the Recognition Tests or in class discussion/role-playing since he possesses less background.

7. In what order do I give the modules?

Up to this point, we have stressed flexibility; we're not going to change now! But if you would like a recommendation on where to begin, one suggestion is to use either GROUP ALERTING or LEARNER ACCOUNTABILITY. Our research indicates taht most students find these two modules easy and interesting.

D. How can I motivate the students to complete these packages?

Most instructors will undoubtedly use these materials within some form of grading system. Although the number of points or value assigned to each module will vary from instructor to instructor, (depending upon how many total points you use in your class), one basic assumption is that these modules should make a significant impact on course grades.

For example, suppose that students can earn a maximum of 500 points in your course. If you assign 24 points for the whole set of modules, you are not providing much extrinsic motivation although many students will still perform at a high level. One good rule of thumb is that reaching criterion in all the modules could make a difference of a whole letter grade.

As far as assigning the point value to the modules, here is the procedure used by one of the professors who participated in the field tests. He divided the points assigned each module as follows:

> 1/4 the total number of points assigned to each module for participating in the module.
> 1/2 the total number of points for reaching criterion on the Film Observation and Recognition Test, and 1/4 for carrying out the performance activity.[4]

For example, if the student gets a maximum of 16 points for completing each module, then four points would go for participating, eight points for reaching criterion. If it is impossible to have a student repeat an

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[4]Some instructors might argue that the performance activity should receive more credit. This is up to you; however, remember that performance success depends upon previous student acquisition of the concepts/skills.

activity because of equipment tie-up or lack of time, then a sliding grading scale might be used. In the examples cited above if the student achieves 80% or higher on a criterion measure, he would receive full credit of four points. If he achieves 70-79 percent, he would get two points for that level of performance. If he gets 60-69 percent, he would get 1 point. In the examples cited above, a student might achieve anywhere from 7 points (it's not likely that he'll get lower than 60 percent on any criterion) up to 16 points.[5] The spread is wide enough to encourage student achievement. The makeup system and the sliding grading scale were tried out in our field tests and both systems led to satisfactory learner achievement.

[5]The instructor may want to use a sliding scale for the performance activity also. Our general findings indicate that students really like this phase, and results are unusually good.

SPECIFIC MODULE INFORMATION

Objective

As a result of reading this section, you will establish a systematic set of management activities for each module.

Introduction

The remainder of this manual presents a simplified management schedule to help you guide your students through the modules. The materials include (a) management tips which apply to all modules and (b) the section from each Student Guide which gives a description of the concepts.

The materials from the Student Guide will give you an opportunity to (a) determine which modules you wish to use and in what order they should be given, and (b) assess how each module should be introduced.

Since the managerial tips are the same for each module, we have put them in the form of a checklist so you can tell how ready you are to use each module. By using the checklist, you can carry out the preliminary work on several modules simultaneously, and tell where you stand with each.

The concept descriptions from the modules are presented in alphabetical order. Each is followed by a checklist.

TASK 2

GROUP ALERTING

Description of the Concept

Introduction.

The principle underlying GROUP ALERTING may be stated: TEACHER BEHAVIORS DESIGNED TO KEEP STUDENTS ALERT WILL INCREASE ON-TASK BEHAVIOR AND REDUCE DEVIANT BEHAVIOR IN THE CLASSROOM. In Kounin's[6] study of teacher style in 49 elementary classrooms, he found a correlation between teacher GROUP ALERTING skills and pupil work involvement of .603. GROUP ALERTING, however, also tends to reduce the amount of deviant behavior during recitation lessons. This is probably due to the fact that many children engage in deviant behavior because they are not closely involved in the lesson. Kounin found that teacher GROUP ALERTING skills correlated .442 with freedom from deviant behavior on the part of pupils during recitation lessons.

At the present time, the concept GROUP ALERTING has little meaning for you. Consequently, you have no way of utilizing this in your teaching behavior. Therefore, it will be necessary to translate this abstract concept into meaningful specific behaviors. In short, you must learn specific techniques in order to apply GROUP ALERTING in your teaching. In this module, you will be introduced to three behavioral indicators of GROUP ALERTING. A behavioral indicator is a specific behavior that you can apply in the classroom. There are other behaviors that a teacher can use to apply GROUP ALERTING to teaching. These three have been chosen for emphasis because use of positive GROUP ALERTING and avoidance of negative GROUP ALERTING can increase pupil work involvement and reduce off-task behavior in your classroom.

Learner Objectives:

At the completion of this module, you will be tested to determine if you have achieved criterion level in your understanding and application of the concept Group Alerting. In the tests, you will be required to identify and utilize the concept and its behavioral indicators at two levels. The performance objectives you should achieve on the Recognition Test are as follows:

1. Given the concept Group Alerting, the learner will be able to state the principle underlying this concept and list and briefly define three specific behavioral indicators that a teacher can use to apply this concept to the classroom situation. (The learner must achieve 80% of this level.)

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[6]Kounin, Jacob S. Discipline and group management in classrooms. New York: Holt, Rinehart and Winston Inc., 1970.

TASK 2

2. Given a written transcript or shown a motion picture of a classroom discussion, the learner will be able to identify examples of the three positive and negative behavioral indicators of the concept Group Alerting. (The learner must achieve 80% of this level.)

The Behavioral Indicators:

Kounin identified several positive and negative group alerting behaviors that teachers commonly use in the classroom. A positive group alerting behavior is one that tends to keep children alert while a negative behavior tends to reduce the involvement of non-reciters in a recitation session. From the behaviors identified by Kounin, we have selected three behavioral indicators for you to focus on in this module. These behaviors can be either positive or negative, depending upon how the teacher uses them. A brief definition of the three behaviors are:

1. Questioning Technique -- The teacher frames a question and pauses before calling on a reciter (QT+), rather than naming the reciter and then giving the question (QT-).

2. Recitation Strategy -- The teacher calls on reciters at random (RS+) rather than calling on them in a predetermined sequence (RS-).

3. Alerting Cues -- The teacher alerts nonperformers that they may be called on (AC).

Questioning Technique

When a teacher frames a question and pauses before calling on a reciter, several desirable outcomes occur. Most important, perhaps, is that since pupils do not know who will be called on, all of them are motivated to think of an answer to the question. The pause is also an important part of this strategy since it gives children time to think of an answer. Teachers who ask rapid fire questions and give children no time to think can expect little more than memorized answers. One of the most difficult things for teachers to learn is the art of pausing for a few seconds before calling on a child. Many teachers regard this as time wasted. However, if this time is being used by all of the students in your recitation group to think of a satisfactory answer, then the time is being well spent.

When a teacher first names a reciter and then asks the question, the teacher in effect is announcing to all of the other children in the recitation group that they will not be called on. This in turn means that other children in the group will not think of an answer to the question and in many cases will become inattentive or will engage in deviant behavior. Therefore, teachers who use the positive questioning technique of framing the question, pausing, and then calling on a

reciter (QT+) will obtain higher levels of pupil attention and work involvement and will experience fewer incidents of deviant pupil behavior than teachers who use a negative questioning sequence which involves naming the reciter and then giving the question (QT-).

Recitation Strategy

When the teacher employs a positive recitation strategy in which reciters are called upon at random rather than in a predetermined sequence (RS+), the result, again, is that children must attend carefully to the lesson since each child feels he may be the next person called on. On the other hand, teachers who use a negative recitation strategy (RS-) such as calling on children in a predetermined sequence will find children less attentive and more likely to engage in deviant behavior. After all, if the teacher calls on children in a predetermined sequence, the child whose turn will not come for several minutes has little reason to attend to the classroom activity. Of course, it is desirable to make lessons sufficiently interesting so that the child will be motivated to attend. However, even with interesting lessons, the level of attention will be much better if children cannot predict who will be called on next.

There are other negative recitation strategies that tend to reduce pupil attention. For example, if the teacher calls only on children who raise their hands or volunteer an answer, then the child who does not wish to recite knows that he can avoid reciting merely by never raising his hand. The result of this negative strategy is that the teacher rarely calls on the children who are most likely to need the recitation experience. Another negative recitation strategy used by many teachers is to call on the same few pupils most of the time. These are usually the brighter and more eager pupils in the classroom. It is far better to call on all children during a recitation lesson so that over a period of a week each child will have been called on about the same number of times. Some teachers who have gotten into the habit of calling on a few pupils can break this habit by keeping a class roster at hand during a recitation lesson and tallying the number of times each child is called on. It is then an easy matter for the teacher to call on children who have fewer tally marks and, therefore, gradually balance the recitation of different children in the class.

In this protocol module, we will emphasize the positive recitation strategy of calling on reciters at random (RS+) as opposed to the negative strategy of calling on pupils in a predetermined sequence (RS-). Although we will not emphasize the other negative strategies mentioned, such as calling on volunteers only, avoiding these strategies is important and should be kept in mind by the teacher.

Alerting Cue

Alerting Cues (AC) are used by the teacher to remind children in the recitation group that all are likely to be called on. The use of alerting cues is particularly important if the teacher has previously used negative recitation strategies or negative questioning sequence. Many times alerting cues are used to make students aware of the ground rules the teacher will use in the recitation. For example, the teacher

may say, "During this recitation, I will first ask a question, then I will pause for a few seconds and then I will call for one of you to give me an answer. Since, you have no way of knowing who I will call on, each of you should use the time when I pause to think of a good answer to the question." If the teacher notices that a few children are not listening, an alerting cue will remind them that everyone should be listening and thinking of answers in case he is called on next. For example, the teacher might say, "Remember, no one knows who will be called on next, so each of you should listen carefully and be ready with a good answer in case I call on you."

Once the teacher has used positive questioning sequence and recitation strategy over a period of time and has avoided negative group alerting behavior, children will require relatively few alerting cues. However, alerting cues are especially important when the teacher is changing from negative group alerting behaviors to positive behaviors. Also, alerting cues should be used whenever a teacher feels that some children are not attending carefully to the recitation. Such reminders are often sufficient to increase the work involvement and reduce deviant behavior.

All three of the positive group alerting techniques, which we have described above, are very simple behaviors for the teacher to employ. Yet, these behaviors can bring about very important changes in the atmosphere of your discussion and recitation lessons. If you use positive group alerting behaviors, children will listen more carefully, are more likely to give a good answer when called on, and will generally display a higher level of work involvement. A second advantage of using positive group alerting techniques is that as the work involvement of the group goes up, and the frequency of deviant behavior such as disrupting the class and discipline problems, goes down.

Summary

1. Positive Questioning Technique (QT+) involves framing the question before calling on a child to answer. It is desirable to pause after framing the question in order to give children time to think of an answer.

2. Positive Recitation Strategy (RS+) involves calling on pupils at random so that all children will have to prepare an answer.

3. Alerting Cues (AC) involve alerting children that they should pay attention and think of an answer to every question since they might be called on next.

Module: GROUP ALERTING

Managerial Tips

Checklist

Directions: As you complete the task, put a check in the space before the task.

_____1. The order in which this module will appear in my class is #____.

_____2. I am prepared to introduce this module to the class.

_____3. I have reproduced or purchased adequate copies of the Student Guide for my class.

_____4. I have purchased or reproduced adequate copies of each of the criterion tests.

_____5. I have previewed the film and it is in good shape.

_____6. I have checked the audiovisual equipment and it is available and in good working order.

_____7. I have taken and pre-scored the criterion tests and resolved any differences between the keys and my answers.

_____8. I have selected the specific performance activity(ies) to be utilized in this module and made all necessary arrangements.

Now go ahead and read the materials provided.

Quick Reminders

1. If this is the first module you are using, be certain that the students know how to use the Learning Sequence. A quick check is to have the students carry out Task 1 - Introduction to Protocols in class. If this is not the first module, then only a quick reminder about completing Tasks 1-3B before taking Task 4 in class is needed.

2. If this is not the first module, remind the students that they do not need to read the Introduction to Protocols again. This is done only for the first module.

TASK 2

LEARNER ACCOUNTABILITY

Description of the Concept

Introduction:

The concept of LEARNER ACCOUNTABILITY is based on the following principle: WHEN THE TEACHER USES SPECIFIC STRATEGIES TO HOLD THE STUDENT ACCOUNTABLE FOR HIS WORK DURING THE CLASS, THESE MANAGEMENT STRATEGIES WILL INCREASE THE STUDENTS' WORK INVOLVEMENT AND REDUCE THE FREQUENCY OF DISRUPTIVE BEHAVIOR. Kounin[7] found significant relationships between the teacher's use of accountability strategies and amount of work involvement shown by students. He also found a significant relationship between teacher use of accountability and freedom from deviant student behavior in the classroom. Therefore, the teacher who uses accountability strategies is likely to have a higher degree of student work involvement and to have fewer class disruptions and discipline problems. Accountability strategies consist of a variety of techniques the teacher can use to keep informed about student progress. An essential element in all of the accountability strategies is that the teacher must show clear and unmistakable signs of listening and checking. Going through the motions of the accountability techniques is not enough, unless the teacher clearly attends to the resultant pupil remarks or behaviors. For example, if the teacher asks children to hold up their work so that she may check it, she should obviously look at the work being held up, praise work that is particularly good, and ask questions if the pupil has the wrong answer or has failed to follow instructions on the work he is showing.

At the present time, the concept LEARNER ACCOUNTABILITY has little meaning for you. Consequently, you have no way of utilizing this in your teaching behavior. Therefore, it will be necessary to translate this abstract concept into meaningful specific behaviors. In short, you must learn specific techniques in order to apply LEARNER ACCOUNTABILITY in your teaching. In this module, you will be introduced to three behavioral indicators of LEARNER ACCOUNTABILITY. A behavioral indicator is a specific behavior that you can apply in the classroom. There are other behaviors that a teacher can use to apply LEARNER ACCOUNTABILITY to teaching. These three have been chosen for emphasis because (1) they can be used in a wide range of teaching situations, (2) they bring about substantial improvement in student work involvement and behavior, and (3) they are simple enough for you to master without practice in a regular classroom.

Learner Objectives

At the completion of this module, you will be tested to determine if you have achieved criterion level in your understanding and application of the concept LEARNER ACCOUNTABILITY. In the tests, you will be required to identify and utilize the concept and its behavioral indicators at two levels. The criterion level you will achieve in the Recognition Test is as follows:

[7]Kounin, J.S. Discipline and Group Management in Classrooms, New York: Holt, Rinehart and Winston, 1970.

1. Given the concept Learner Accountability, the learner will be able to state the principle underlying this concept and list and briefly define three specific behavioral indicators that a teacher can use to apply this concept to the classroom situation. (The learner must achieve 80% of this level.)

2. Given a written transcript or shown a motion picture of a classroom discussion, the learner will be able to identify examples of the three behavioral indicators of the concept Learner Accountability. (The learner must achieve 80% of this level.)

Behavioral Indicators:

To achieve the first criterion level, you must learn the principle underlying Learner Accountability and the following three definitions:

1. Goal Directed Prompts -- Teacher asks questions which focus on the student's goal by asking him about his work plans or work progress.

2. Work Showing -- Teacher holds students accountable for their work by having them show work or demonstrate skills or knowledge.

3. Peer Involvement -- Teacher involves students in the work of their peers by having them respond to another student's recitation or work activity.

Goal Directed Prompts

Goal directed prompts are teacher questions or statements aimed at focusing the pupil on the steps involved in reaching his goal. Such questions usually deal with either work plans or work progress. Work plans prompts are aimed at getting the student to think through parts of the work process or work strategy he will follow, and include teacher questions, such as: "What is the first thing you should do on your project book?" or "What should you do next on this assignment?" or "How would you start on this new activity?" Other goal directed prompts are aimed at learning the students' progress on a work activity. Examples of work progress prompts are: "John, how far have you gotten on your notebook?" or "How did you get along yesterday in your library search?" or "How are you progressing on your science report?" or "What is the first thing you should do after I hand back the test papers?" or "Are you going to be able to finish in time for your report next week?"

You should employ Goal Directed Prompts to convey ideas such as the following to your students:

1. You, as the teacher, are interested in the student's work and want to keep informed about his progress.

2. He should plan his work so that each step will be clear as he progresses.

3. Since you, the teacher, frequently ask about his progress on his work, it must be important. If he is to have any progress to report, he must keep working towards his goal.

4. You, the teacher, want the student to do well. When he encounters problems, you are ready to help him.

In summary, you are interested in his progress, want him to do well and are ready to help if he in turn will do as well as he can.

In some cases, it is difficult to differentiate between Work Showing and Goal Directed Prompts since both may occur in the same teacher action. In completing your Recognition Practice Lesson, label as "work showing" any teacher action in which the learner actually displays his work, demonstrates a skill, or gives answers (such as choral response) in which he demonstrates his knowledge or understanding of the material he is studying.

In contrast, Goal Directed Prompts require the student to tell about his work rather than show his work or demonstrate what he has learned. Work showing deals with curriculum content while Goal Directed Prompts are concerned with the work or learning process.

Work Showing

This includes a number of strategies that the teacher can use with both groups and individuals to learn how well students are progressing in their work activity. These include:

1. Students holding up their work for the teacher to check.

2. Students reciting in unison to teacher question.

3. Visual checking -- The teacher circulates and checks the work of nonreciters while a given child is reciting.

4. The teacher requires a child to demonstrate and checks his performance.

5. Using check points -- The teacher sets up certain check points in order to systematically check the progress of the class. For example, the teacher might say, "When you've finished step one, bring it up to me and I will make sure it is correct before you go on."

Peer Involvement Strategies

1. Individual -- The teacher brings other pupils into a recitation with cues such as, "Bill, you and Jim work the problem together and be ready to help each other out," or "Mary, listen to John's answer and be ready to add to what he says."

2. Group -- These are strategies which require the group to become involved in the performance of an individual child. For example, after an individual response, the teacher can say, "How many of you agree with John's answer?" or "I see some of you agree and some of you don't agree with what Mary says. What do you think of Mary's answer, Jim?" A game can also be used to obtain group peer involvement. For example, the teacher can set up two teams. The teacher asks a question to a member of Team 1 and then calls on three members of Team 2 at random to see if each can add something to the Team 1 answer. Then, the teacher asks a new question of Team 2 and calls on three members of Team 1 to see if they can add to the Team 2 answer and so on. Points could be given for the initial answer as well as the additions made to the answer by the other team.

"I don't agree with your answer!"

Module: LEARNER ACCOUNTABILITY

Managerial Tips

Checklist

Directions: As you complete the task, put a check in the space before the task.

_____1. The order in which this module will appear in my class is #____.

_____2. I am prepared to introduce this module to the class.

_____3. I have reproduced or purchased adequate copies of the Student Guide for my class.

_____4. I have purchased or reproduced adequate copies of each of the criterion tests.

_____5. I have previewed the film and it is in good shape.

_____6. I have checked the audiovisual equipment and it is available and in good working order.

_____7. I have taken and pre-scored the criterion tests and resolved any differences between the keys and my answers.

_____8. I have selected the specific performance activity(ies) to be utilized in this module and made all necessary arrangements.

Now go ahead and read the materials provided.

Quick Reminders

1. If this is the first module you are using, be certain that the students know how to use the Learning Sequence. A quick check is to have the students carry out Task 1 - Introduction to Protocols in class. If this is not the first module, then only a quick reminder about completing Tasks 1-3B before taking Task 4 in class is needed.

2. If this is not the first module, remind the students that they do not need to read the Introduction to Protocols again. This is done only for the first module.

TASK 2

TRANSITIONS

Description of the Concept

Introduction:

This Protocol Module is concerned with the concept of TRANSITIONS. The principle underlying TRANSITIONS may be stated as follows: Classroom MANAGEMENT TECHNIQUES USED BY THE TEACHER EITHER FACILITATE OR INTERFERE WITH THE SMOOTH TRANSITION FROM ONE CLASSROOM ACTIVITY TO ANOTHER.

Presently, the concept TRANSITIONS has little meaning for you. Consequently, you have no way of utilizing this in your teaching behavior. Before you can begin to employ TRANSITIONS in your classroom teaching behavior, it will be necessary to translate this abstract concept into meaningful specific behaviors. In short, you must learn specific techniques in order to apply TRANSITIONS in your teaching. In this module, you will be introduced to three behavioral indicators of TRANSITIONS. A behavioral indicator is a specific behavior that you can use in the classroom to apply TRANSITIONS to teaching. These three have been chosen for emphasis because use of positive TRANSITIONS and avoidance of negative TRANSITIONS can increase pupil work involvement and reduce disruptive behavior in your classroom.

Learner Objectives:

At the completion of this module, you will be tested to determine if you have achieved criterion level in your understanding and application of the concept TRANSITIONS. In the tests, you will be required to identify and utilize the concept and its behavioral indicators at two levels. The performance objectives you should achieve in the Recognition Test are as follows:

1. Given the concept TRANSITIONS, the learner will be able to state the principle underlying this concept and list and briefly define three specific behavioral indicators that a teacher can use to apply this concept to the classroom situation. (The learner must achieve 80% of this level.)

2. Given a written transcript or shown a motion picture of a classroom discussion, the learner will be able to identify examples of the three positive and negative behavioral indicators of the concept TRANSITIONS. (The learner must achieve 80% of this level.)

Behavioral Indicators:

In this lesson, we will deal with three specific behavioral indicators related to effective transitions in the classroom. Each of these behaviors has a positive and negative element. That is, the teacher can behave in one way which interferes with the classroom activities and leads to poor transitions or can deal with the same problem in another way

which does not interfere with the classroom activities and leads to smooth transitions between different topics.

To achieve the first criterion level, you must learn the principle underlying TRANSITIONS and the following three definitions:

1. Stimulus Boundedness -- The teacher is deflected from the main activity and reacts to some external stimulus that is unrelated to the on-going activity, versus Delayed Response -- the teacher delays responding to an unrelated stimulus until a natural break occurs in the classroom activity.

2. Thrust -- The teacher bursts in suddenly on the children's activities in such a manner as to indicate that her own intent of thought was the only determinant of her timing and point of entry, versus Timely Interjection -- The teacher introduces information in a manner which minimuzes interruption to the students' activity.

3. Flip-Flop -- The teacher starts a new activity without bringing the original activity to a close and then returns to the original activity, versus Smooth Transition -- The teacher fully completes one activity before moving on to the next.

Stimulus-Boundedness (SB-)

Stimulus-boundedness tends to interrupt the classroom activities. In stimulus-boundedness, an ongoing teacher activity is interrupted by an external stimulus. The teacher immediately responds to the external stimulus, therefore, interrupting the ongoing activity. We will call the positive behavior that is opposed to stimulus-boundedness delayed response (SB+). In this case, when an external stimulus is introduced into the classroom, the teacher continues with her activity and delays responding to the stimulus until a natural break occurs in the classroom activity. In effect, the teacher refuses to be sidetracked by an external stimulus that will result in stopping the normal classroom activities at a point where these activities should be continued.

Thrust (T-)

In a thrust, the teacher suddenly interrupts the children's activities such as seatwork, at an inappropriate time. In the case of the thrust, the teacher is not responding to an external stimulus. Instead, the teacher thinks of some statement or question that should be raised and suddenly bursts in on the classroom activity rather than waiting for a time when her comment will not interrupt children who are involved in the activity. Thrusts frequently involve the teacher giving additional instructions or raising additional points that should have been raised prior to the start of the students' activity. We will call the positive opposite of a thrust a timely interjection (T+). Ideally, the teacher should provide all necessary information before students start a seatwork activity. However, when the teacher forgets to do this, the information should be introduced in a manner

that does not suddenly break in on the children's activity, and should be introduced at a point in the activity where the interruption will have minimum effect on the activity.

Flip-Flops (FF-)

A flip-flop occurs when a teacher starts a new topic and having gotten into the new topic returns to make some comment or give additional instruction about the topic just concluded. The flip-flop occurs only near transition points when one topic is being concluded and a new topic is being introduced. We will call the opposite behavior smooth transition (FF+). A smooth transition is one where the teacher fully completes the initial topic before moving on to a new topic.

What are the essential differences among stimulus-boundedness, thrusts, and flip-flops? Stimulus-boundedness can be differentiated from the other behavior indicators because it invariably involves the teacher responding to an external stimulus. In contrast, thrusts and flip-flops usually occur because of an internal stimulus. That is, the teacher thinks of something that should have been included and responds to this thought. Thrusts can be differentiated from flip-flops in that a thrust involves the teacher suddenly bursting in on a topic that is already underway. While a thrust may occur at transition points, it always involves a clear element of suddenness. Flip-flops always occur at transition points and basically involve the teacher oscillating between the old topic that is being concluded and the new topic that is being introduced.

Research Evidence

A research program carried out by Kounin (1970)[8] in 49 elementary school classrooms explored the relationship between transitions and pupil performance. In this study, two remote control video cameras were employed in the classroom to record teacher and pupil behavior during academic activities. These tapes were played and teacher behavior related to classroom management was coded as well as behavior of the children. The sample of children included both normal and emotionally disturbed children. Preselected children were coded every ten seconds on work involvement and deviant behavior. Scores were kept separately for seatwork in which the children had no direct teacher supervision, and recitation in which the teacher was actively engaged with the entire class or a subgroup. The teacher's success in classroom management was defined in terms of producing a high rate of pupil work involvement and a low rate of deviant behavior.

The teacher's behavior on the transition variables was then correlated with pupil work involvement and pupil deviancy. In the recitation situation, the use of desirable transition techniques (i.e., freedom from thrusts, flip-flops and stimulus-boundedness) was found

[8]Kounin, Jacob S. Discipline and group management in classrooms. New York: Holt, Rinehart and Winston Inc., 1970.

to correlate .60 with pupil work involvement and .49 with freedom from deviancy. In the seatwork situation, these correlations were .38 and .42.

These results suggest that teacher use of smooth transitions is an important factor in effective classroom management.

The first phase of your learning experience with each protocol module will be directed toward giving you an initial understanding of the concept and its behavioral indicators. At this level you will learn the name of each concept and study a list of management skills (behavioral indicators) that a teacher can use to apply the concept to the classroom. This is an important first step but falls far short of the level of understanding you need if you are actually going to apply the concept in your teaching. Most education courses and textbooks stop at this level. In fact, many fail to reach even this level and merely tell the learner the concepts or principles and leave it up to him to figure out ways that he can apply them to teaching.

Recognition Level

Seeing examples of teaching can be a great help to the learner in relating an important concept to specific things a teacher can do to apply the concept to the classroom situation. If the learner can recognize examples of teacher behavior that apply to a given concept, he has a much deeper understanding of the concept than he can get from studying the typical textbook. Both written exercises and film are used in relating each concept to the classroom.

These exercises are based on actual classroom situations which have been recorded with regular classroom teachers and students. We have edited the recordings so that we can give you the maximum experience in discriminating behavioral indicators of each concept in the minimum time.

In the written transcripts, teacher remarks are underlined and the learner must study the remark and decide what specific management skill the teacher has used to apply the concept. In the filmed transcripts, a number appears on the screen immediately before the teacher makes the keyed remark. Again, the learner must decide what specific management skill the teacher has used. In some cases examples are given of both the correct and incorrect teacher behaviors so that the student can compare them.

With the written transcripts, the learner starts by completing Lesson 1 at his own rate. The following lesson or lessons and the Recognition Test have a time limit which the student must meet prior to viewing the film. With the film, he must respond at the same rate that the teacher remarks occur in the class discussion. This is a more difficult task but is a valuable experience since it prepares the learner to identify key management skills when observing in a regular classroom or in evaluating his own performance by replaying a videotape or audio tape recording.

Module: TRANSITIONS

Managerial Tips

Checklist

Directions: As you complete the task, put a check in the space before the task.

_____1. The order in which this module will appear in my class is #____.

_____2. I am prepared to introduce this module to the class.

_____3. I have reproduced or purchased adequate copies of the Student Guide for my class.

_____4. I have purchased or reproduced adequate copies of each of the criterion tests.

_____5. I have previewed the film and it is in good shape.

_____6. I have checked the audiovisual equipment and it is available and in good working order.

_____7. I have taken and pre-scored the criterion tests and resolved any differences between the keys and my answers.

_____8. I have selected the specific performance activity(ies) to be utilized in this module and made all necessary arrangements.

Now go ahead and read the materials provided.

Quick Reminders

1. If this is the first module you are using, be certain that the students know how to use the Learning Sequence. A quick check is to have the students carry out Task 1 - Introduction to Protocols in class. If this is not the first module, then only a quick reminder about completing Tasks 1-3B before taking Task 4 in class is needed.

2. If this is not the first module, remind the students that they do not need to read the Introduction to Protocols again. This is done only for the first module.

TASK 2

WITHITNESS

Description of the Concept

Introduction:

The term WITHITNESS was coined by Kounin[9] to refer to the teacher's behavior that demonstrates that she knows what is going on in the classroom. More precisely, Kounin defines WITHITNESS as " . . . a teacher communicating to the children by her actual behavior that she knows what the children are doing . . ." In his research, however, Kounin's operational definition of WITHITNESS was much more limited. Although Kounin admits that other events could be used to measure WITHITNESS, he limited his measurement to desist events that the teacher employed in the classroom. A desist is some action that a teacher takes to stop a child's misbehavior. Kounin failed to find any relationship between style of desist used by the teacher and the success of the teacher in stopping deviant child behavior. The important factors in teacher desists appear to be (1) whether the desist is directed at the correct target, i.e., the child who initiated the deviant behavior and (2) whether the desist was timely, i.e., applied before the deviant behavior spreads to other children or increases in seriousness. A teacher's WITHITNESS score was obtained by dividing the total number of her desists by the number of mistake-free desists, i.e., those directed to the correct target before the deviant behavior had spread or become more serious. In Kounin's study, he found a correlation of .615 between teacher WITHITNESS and pupil's work involvement and .531 between WITHITNESS and pupil deviant behavior. These relationships are high enough to indicate that teacher WITHITNESS is an important factor in keeping children on task and reducing misbehavior in the classroom.

The principle underlying WITHITNESS is: TEACHER BEHAVIORS WHICH DEMONSTRATE THAT A TEACHER KNOWS WHAT IS GOING ON IN THE CLASSROOM TEND TO INCREASE STUDENT WORK INVOLVEMENT AND DECREASE DEVIANT OR DISRUPTIVE STUDENT BEHAVIOR.

At the present time, the concept WITHITNESS has little meaning for you. Consequently, you have no way of utilizing this in your teaching behavior. Therefore, it will be necessary to translate this abstract concept into meaningful specific behaviors. In short, you must learn specific techniques in order to apply WITHITNESS in your teaching. In this module, you will be introduced to four behavioral indicators of WITHITNESS. A behavioral indicator is a specific behavior that you can apply in the classroom. There are other behaviors that a teacher can use to apply WITHITNESS to teaching. These four behaviors have been chosen for emphasis because they are specific and clear-cut and can readily be applied in the classroom.

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[9] Kounin, Jacob S. Discipline and group management in classrooms. New York: Holt, Rinehart and Winston Inc., 1970.

TASK 2

Learner Objectives:

At the completion of this module, you will be tested to determine if you have achieved criterion level in your understanding and application of the concept Withitness. In the tests, you will be required to identify and utilize the concept and its behavioral indicators at two levels. The criterion level you will achieve on the Recognition Test is as follows:

(1) Given the concept Withitness, the learner will be able to state the principle underlying this concept and list and briefly define four specific behavioral indicators that a teacher can use to apply this concept to the classroom situation. (The learner must achieve 80% of this level.)

(2) Given a written transcript or shown a motion picture of a classroom discussion, the learner will be able to identify examples of the four behavioral indicators of the concept. (The learner must achieve 80% of this level.)

The Utah State University Protocol Project has somewhat expanded Kounin's definition of Withitness. We have defined Withitness broadly as any behavior which the teacher can employ to reduce the frequency of deviant or off-task pupil behavior. We have identified four behavioral indicators of Withitness that will be emphasized in this module. These behavioral indicators are: Desist, Suggest Alternative Behavior, Concurrent Praise and Description of Desirable Behavior.

Behavioral Indicators:

To achieve the first criterion level, you must learn the principle underlying Withitness and the following four definitions:

(1) Desist -- The teacher demonstrates Withitness by telling students to stop the deviant or off-task behavior. In order to be effective, the desist must be directed at the student who initiated the deviant behavior and must be administered before the deviant behavior spreads or becomes more serious. It must be timely and on target (D+). If the desist is not timely or on target, it is a negative desist referred to as (D-).

(2) Suggest Alternative Behavior -- When deviant behavior occurs, the teacher diverts the disruptive or off-task student by suggesting that he engage in an alternative behavior.

(3) Concurrent Praise -- The teacher avoids direct confrontation with a student who is displaying deviant or off-task behavior by concurrently praising the non-deviant or on-task behavior of other students.

(4) Description of Desirable Behavior -- The teacher describes or has the off-task student describe the desirable behavior which the student usually exhibits or should exhibit in place of the on-going deviant or off-task behavior.

Desist

In simple terms, a desist involves the teacher telling the student to stop disruptive or off-task behavior. Usually the desist consists of little except the teacher telling the pupil to stop doing whatever the deviant behavior is although desists differ in such variables as firmness, clarity and punitiveness. Under extreme conditions involving physical aggression where a child might be injured by the deviant behavior, the teacher may use physical constraint in addition to a verbal desist. As a rule, the teacher should not use desist techniques if one of the other Withitness behaviors such as concurrent praise is likely to be effective. There are three main occasions when desist behaviors should be employed. These are:

(1) When the pupil's deviant behavior is seriously disrupting the activities of the class. Since the teacher's use of a desist usually interrupts the class activities, it is not wise to use desist behavior to stop deviant or off-task pupil behavior which is not creating a serious disturbance. In these cases, the teacher's verbal desist is likely to be more disturbing to the class than the deviant behavior itself. If you have studied the USU protocol module on Transitions, you will recognize that desist behaviors often constitute Thrusts or Stimulus Boundedness on the part of the teacher unless the desist can be carried out in a manner which does not disturb the rest of the class.

(2) Desists should be used promptly in cases of deviant behavior that involve physical aggression on the part of the child. For example, if one child is poking another with a pencil, the teacher should immediately use a desist to stop this behavior since it could result in the injury of a child. In situations of this sort where injury is possible, the teacher may physically constrain the child in addition to using a verbal desist.

(3) Desists should also be used with children who have consistently failed to respond to other strategies such as concurrent praise or suggesting alternate behavior. However, children who consistently fail to respond to alternative strategies should be counseled by the teacher since the desist is essentially a form of negative control.

Another reason for avoiding the use of desists when other strategies are likely to work is that many children use deviant behavior as a device for gaining teacher attention. The desist, of course, gives the child the attention he is seeking while a behavior such as concurrent praise does not. In his study of desist behavior, Kounin related the degree of success of the desist in stopping misbehavior with various characteristics of the desist such as clarity and firmness. He did not find consistent significant relationships between the style of the teacher's desist behavior and getting the child to stop the deviant behavior and return to on-task behavior. The only consistent finding in this regard was that when teachers display anger or punitiveness in their desist behaviors, pupils in a class tend to react with more behavior disruption such as overt signs of anxiety, restlessness and reduced involve-

ment with the ongoing task than when teachers use desists that were not given in an angry or punitive fashion. Therefore, displays of anger or punitive behavior should be avoided by the teacher. Such teacher behavior has a negative effect not only on the child who is the target but on other children as well.

Suggesting Alternative Behavior

Often, the teacher may stop deviant or off-task behavior by suggesting some alternate behavior to the deviant pupil. For example, if two children are whispering the teacher can stop the off-task behavior by asking one of the children to pass out papers or perform some other task which removes him from the off-task situation. If the teacher is truly "with it," she will note whether the deviant behavior has resumed after the pupil completes the alternate behavior that she has assigned to him. If the deviant behavior does resume, the teacher should try another strategy such as concurrent praise or description of desirable behavior. However, if the deviant behavior begins to spread to other children or constitutes a serious disruption to the class activities, the teacher should immediately use a firm, non-punitive desist.

Concurrent Praise

In many cases, if a child is involved in minor deviant behavior or off-task behavior, the teacher can get him back on task by concurrently praising the behavior of a student who is on-task. This concurrent praise can be directed at a child sitting near the off-task child or can be directed to all children in the group who were on task. Concurrent praise should also be specific, i.e., the teacher should identify the specific on-task behavior that is being praised. Some examples of concurrent praise are: (1) "John, I like the way you go out your workbook and got right down to doing the lesson." (John sits next to Jim who has started drawing pictures instead of getting out his workbook). (2) "Mary, Joe and Bill, you are doing a fine job of following in your reader while Jane reads." (In this case, the teacher has praised all the children in the reading group except Frank who has been looking out the window instead of following the reading activity). (3) "I like the way most of you have worked on your science assignment without whispering or disturbing others." (In this case, two children in the group are whispering while the rest of the children are on-task).

Concurrent praise is a desirable strategy because it praises on-task behavior and does not give attention to the deviant or off-task child. Yet, even retarded children quickly recognize that when they misbehave, their peers receive praise which is being withheld from them. Concurrent praise is effective in bringing most deviant or off-task children back to on-task behavior.

Describe Desirable Behavior

A deviant behavior can often be stopped if the teacher either (1) describes the desirable behavior that should be going on as an alternate to the deviant behavior, or (2) states the classroom rule regarding the deviant behavior or (3) asks the deviant student to describe the desirable behavior or state the rule. Describing desirable behavior can take several forms. For example, the teacher can state a rule without directing this statement to any particular child Let us suppose,

for example, that the class has a rule that when they finish an assignment early, they can work on their art project for the remainder of the period. If a child gets out his art work before completing the assignment, the teacher might say "Remember class, our rule is that you can work on your art project only after you have finished your assignment." Under the same conditions, the teacher could direct the rule at the deviant child by saying, "John, remember our rule is that you cannot work on your art project until you have finished your reading assignment" or the teacher could ask the child to state the rule by saying, "John, what is the class rule about working on your art project?" Or the teacher could describe the child's usual behavior by saying, "John, you usually are very good about getting your assignments finished before working on your art project."

The Effects of Withitness Strategies

When using Withitness behaviors described in this lesson, the teacher should always note carefully the effects of her behavior on the off-task or misbehaving pupil. Different Withitness behaviors work best with different pupils. By carefully noting the effect of your Withitness behavior on a given child you can quickly determine which behavior is most likely to be successful for a given child under a given set of conditions. Being "withit" not only means that you quickly notice deviant and on-task behavior and make some overt move to stop such behavior, it also means that you are alert to the effects of your strategies.

Ignoring Deviant Behavior

Since many children use deviant behavior as a device to gain teacher attention, the teacher can sometimes extinguish the deviant behavior by ignoring it. If the behavior is minor and is not seriously disturbing other pupils, you may wish to try ignoring some deviant behaviors. You should note carefully whether ignoring these behaviors, however, is successful in stopping the behavior and returning the pupil to his regular classroom work. This approach is not always effective since much deviant behavior is not designed to gain teacher attention. For example, if the pupil's real goal is to get the attention of his peers, it will do no good for the teacher to ignore the behavior since the teacher is not the source of reinforcement. Another problem with ignoring deviant behavior is that students may conclude that the teacher does not know what is going on, i.e., she is not "with it".

Module: WITHITNESS

Managerial Tips

Checklist

Directions: As you complete the task, put a check in the space before the task.

_____1. The order in which this module will appear in my class is #____.

_____2. I am prepared to introduce this module to the class.

_____3. I have reproduced or purchased adequate copies of the Student Guide for my class.

_____4. I have purchased or reproduced adequate copies of each of the criterion tests.

_____5. I have previewed the film and it is in good shape.

_____6. I have checked the audiovisual equipment and it is available and in good working order.

_____7. I have taken and pre-scored the criterion tests and resolved any differences between the keys and my answers.

_____8. I have selected the specific performance activity(ies) to be utilized in this module and made all necessary arrangements.

Now go ahead and read the materials provided.

Quick Reminders

1. If this is the first module you are using, be certain that the students know how to use the Learning Sequence. A quick check is to have the students carry out Task 1 - Introduction to Protocols in class. If this is not the first module, then only a quick reminder about completing Tasks 1-3B before taking Task 4 in class is needed.

2. If this is not the first module, remind the students that they do not need to read the Introduction to Protocols again. This is done only for the first module.

UTAH STATE UNIVERSITY PROTOCOL MATERIALS PROJECT

Student Evaluation Questionnaire

Name _____ Date _____ Course No. _____ University _____

Protocol Modules Completed (check): _____ Transitions _____ Group Alerting
_____ Learner Accountability _____ Withitness

Instructions:

The purposes of this questionnaire are (1) to gather information on students who complete any of the USU Protocol Modules, (2) to obtain information about student perceptions of the materials and, (3) to obtain student suggestions for improving the materials. Your responses will be kept confidential and will be used only to evaluate the materials.

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1. Do you plan to become a teacher? (circle one): Yes No Undecided

2. If so, what level do you plan to teach? (circle one) preschool elementary (K-6) secondary (7-12) junior college college

3. How many college courses have you taken in Education?
   _____ a. None before this quarter or semester.
   _____ b. Have completed 3 or fewer education courses.
   _____ c. Have completed 4 to 6 education courses.
   _____ d. Have completed more than 6 courses but have not taken student teaching.
   _____ e. Am taking or have taken student teaching.

4. The protocol films show teachers working with elementary school children. If you plan to teach at a different level, check one of the following that best expresses your judgment:
   _____ a. Even though the examples were from elementary school, I believe I can apply most of what I have learned to my teaching.
   _____ b. About half of the teacher management behaviors can be applied at the level I plan to teach.
   _____ c. I will be able to apply little or nothing I have learned in the protocol module(s) to my teaching.

5. Please check the statement that best describes your evaluation of the visual quality of the protocol film(s).
   _____ a. The film was of very good visual quality.
   _____ b. The film was of sufficiently good quality so that I could see children and teacher clearly.
   _____ c. The film was of sufficient visual quality so that those visual defects present did not interfere with my learning of the concept.
   _____ d. Some parts of the film were poor visually to a degree that interfered with my learning.
   _____ e. Much of the film was so poor visually that it interfered with my learning.

TASK 5

WITHITNESS

Recognition Test
Scoring Key

Instructions:

Hand out the test booklets. Instruct the students to complete only Section A then wait until instructed to begin Section B. When everyone has completed Section A, instruct the students to begin Section B which has a twelve minute time limit. When the 12 minute time limit is up, collect the papers

Section A

Score one point for each key idea which is underlined in the definition, but allow for different ways students may state the answer. The total possible is 10 with a criterion of 8 correct answers. Write the total score on the first page of each test.

1. Desist -- The teacher demonstrates WITHITNESS by telling students to stop the deviant or off-task behavior. In order to be effective, the desist must be directed at the student who initiated the deviant behavior and must be administered before the deviant behavior spreads or becomes more serious (D+). If the desist is not timely or on target, it is a negative desist referred to as (D-).

   4 points

2. Suggest Alternative Behavior -- When deviant behavior occurs, the teacher diverts the disruptive-or-off-task student by suggesting that he engage in an alternative behavior.

   2 points

3. Concurrent Praise -- The teacher avoids direct confrontation with a student who is displaying deviant or off-task behavior by concurrently praising the non-deviant or on-task behavior of other students.

   2 points

4. Description of Desirable Behavior -- The teacher describes or has the off-task student describe the desirable behavior which the student usually exhibits or should exhibit in place of the on-going deviant or off-task behavior.

   2 points

Section B

Mark any incorrect answers and write the total correct on the first page of each test. Criterion is 13 correct answers.

Item	Answer	Item	Answer	Item	Answer
1	CP	6	DDB	11	SAB
2	SAB	7	D+	12	DDB

Section B - continued

Item	Answer	Item	Answer	Item	Answer
3	NA (Peer Involvement)*	8	NA (Questioning Technique)*	13	CP
4	DDB	9	DDB	14	D-
5	CP	10	CP	15	D+
				16	SAB

* The behavioral indicators, Peer Involvement and Questioning Technique, have been dealt with in another Protocol Module.

TASK 5

Name _____ Date _____ Course _____ Section A Score _____

Section B Score _____

WITHITNESS

Recognition Test

Instructions:

Section A

There are several teacher behaviors which can be employed to keep children on-task during classroom interaction. Briefly describe the positive and negative aspects of Desist and the positive aspects of the other three WITHITNESS behavioral indicators.

1. Desist: (positive) _____

_____

(negative) _____

_____

2. Suggestion of Alternative Behavior: _____

_____

_____

3. Concurrent Praise: _____

_____

_____

4. Description of Desirable Behavior: _____

_____

_____

Section B

The following is a transcript taken from a tape recording of part of a discussion lesson conducted in Mrs. Janice Hansen's 4th grade classroom, Wilson Elementary School, Logan, Utah. This lesson was taken from the Thorndike Barnhart Beginning Dictionary (sixth edition), Scott Foresman (1968). Throughout the transcript, you will find 16 of Mrs. Hansen's remarks underlined. Read each remark and decide whether or not it is an example of one of the four verbal skills listed above. Then, write the appropriate symbol. You have 12 minutes to complete the test.

D+ -- Desist (Use D- if the Desist is not timely and on target.)
SAB -- Suggestion of Alternative Behavior
CP -- Concurrent Praise
DDB -- Description of Desirable Behavior
NA -- None of the Above

T: Class, it's time to start language now, so if you'd get out your dictionaries and turn to the correct page, we'll begin.

(Robbie, next to James, does not have his book out)

1. _____ Good, I'm glad to see that James knew exactly what page to turn to. He's learning to look at the board and read the correct page number. What page is it James?

James: Page 31.

T: I think we all have the right place now. Today, we are going to talk about different ways that the dictionary helps you see things better. Sometimes the definitions aren't enough. We have to have something else. So what does the dictionary use instead of just the definition? Eric?

Eric: Oh, pictures. Enlarged pictures.

T: And what does Eric mean by enlarged pictures?

2. _____ (Lori is daydreaming, not paying attention) Lori, would you find the picture on page 31 for us. Do you think this is an enlarged picture?

Lori: Well, it's pretty big.

3. _____ T: Who can help Lori out? James?

James: It's bigger than the actual size.

T: Why would that be important?

James: So you could see more what it's like.

T: Of course, you can see more detail about it. Ca- you give me an example of something that would

T: be clearer made larger that it really is? Virginia?

Virginia: An insect.

T: An insect made larger certainly would be clearer, or perhaps a flower. Then enlarged pictures is one way the dictionary shows us a iittle more clearly what something is really like. Who can think of another way?

(LouAnn is starting to trace one picture--off-task) LouAnn, do you think you can find another method the dictionary uses to clarify meaning for us?

LouAnn: I'm not too sure . . .

4. _____ T: <u>You usually know where we are, LouAnn, and keep up. Be sure to stay with us</u>. Who does know? Lorraine, can you tell us another way?

Lorraine: It tells us the size of things if there's no picture to show us.

T: Fine, that's another way. Is there a third way? James?

James: Sometimes, it compares size with something else.

T: Can you give us an example?

James: Comparing a banjo to a man.

T: So if you know the size of a man, you could compare

5. _____ the size of a banjo to the man. That's good thinking (Tony, next to James, is not paying attention. He's drawing.) <u>James is obviously paying attention today. I appreciate the way he's working</u>. (Tony ceases off-task behavior.) So we've now learned three ways that the dictionary can clarify definitions:

T: enlarged pictures, telling actual size, and comparing size. What's the fourth way that the dictionary helps us to understand, Eric?

Eric: About life size.

T: What do you mean by that, Eric?

Eric: Instead of simply telling the size, there can be a picture showing something life size or as it really is.

T: That's the fourth way. Now, let's see if you can apply these four things to your assignments. There are eight questions, and we're going to see if we can use illustrations to help us answer these questions. The first question is, "Is an alligator smaller than a crocodile?" Let's have the girls look up alligator and read the definition to themselves and have the boys look up crocodile. We'll see if we can decide the difference. Okay, go ahead. (Teacher begins helping students. "Plop!" a wad of gum appears on the board. Teacher moves to Jack's desk quickly and speaks only to him.) Jack, aren't you supposed to be doing something?

Jack: Yes . .

T: What are you supposed to be looking up?

Jack: Alligator?

6. _____ T: <u>You usually follow along well when I give an assignment to someone else</u>. What are going to compare to an alligator?

Jack: A crocodile?

T: That's right. When you've found it, raise your hand.

T: (Teacher continues to circle room when another wad of gum hits the board. Loud snickers begin and heads turn. Teacher returns to Jack. In a low firm

7. _____ tone . . .) That's enough, give me the gum please, you may wrap it in this paper. See that you chew no more in class! (To class) I see several hands. It looks as if all the girls have found their word. What page is it on? . . . Julie?

Julie: Page 95.

T: Will you read the guide words please?

Julie: alder and alot

T: Correct; the girls have found it. And you are in which column, Julie?

Julie: The second column.

T: Boys, what page is crocodile on? Eric?

Eric: 208.

T: Are you all on 208? Now, girls, how long is an alligator? Virginia?

Virginia: About 9-12 feet long.

8. _____ T: How long is a crocodile? . . . Jeff?

Jeff: About seven feet long.

T: Since the question asks, "Is an alligator smaller than a crocodile?" What's the answer? Yes or No?

Class: No.

T: It is . . .?

Class: Larger.

T: Excellent! Question No. 2, "Which is bigger, a blue jay or a bobolink?" Boys, which one do you want to look up? Eric?

James. Bobolink.

9. _____ T: James, what is our classroom rule about raising our hands before speaking out?

James: We shouldn't just talk out loud.

T: Right you are. Eric had his hand up ... Eric?

Eric: Bluejay.

T: Then, girls, which one do you look up?

Girls: Bobolink

T: Go ahead. Raise your hand when you've found it. Use your guidewords at the top of each page so you won't waste time looking down columns. (Robbie, next to Toni and Eric is not on-task, he's playing with his eraser.)

10. _____ Tony and Eric, you certainly have done good work this morning. You've even used your guidewords. (Robbie begins to work -- Teacher helps various students.) It looks like everyone is ready. What page are we on this time? . . . Eric?

Eric: Page 135.

T: What are we told about the Bluejay? Remember you're using illustrations in your work now.

Eric: Oh, it's a noisy, chattering, North American bird with a blue back, and . . . (He turns to see Dan bouncing a superball at the side of his desk. The ball rolls to the back corner of the room. Teacher ignores ball.)

11. _____ T: Dan, please go to the board. Take your dictionary and copy the words bluejay and bobolink. Then record

T: the size of each as we find it. Excuse me, Eric, that's a good definition, but is it going to help us decide which bird is larger? Who can help Eric find this information? Jack?

Jack: It also says a bluejay is about eleven inches long.

T: (To Dan at the board) Do you have that written down, Dan? Let's remember it. Girls, what about the bobolink? (pause) LouAnn?

LouAnn: About seven feet long.

T: About seven feet you say. How many of you agree or disagree? Julie?

Julie: It's only seven inches long.

T: Is that what you meant, LouAnn? (To Dan at board) Good for you, Dan, you waited until the final answer was given to record it. Well, then, which is bigger, a bluejay or a bobolink? James?

James: The bluejay's bigger.

T: By how much?

James: Four inches.

T: You may sit down, now, Dan. Thank you. (Dan returns to his seat from working at the board.) The third question is, "Which holds more people, a gig or a surrey? Let's have both the boys and girls look up both of them this time. Be sure to use your guide words and illustrations. (Students begin to work. Jeff is snapping a rubber band at the back of the student in front of him, narrowly missing.) Jeff, do you know where we are, which question?

Jeff: Oh! . . . Ah, question . . . 3? Look up a gig and . . . what was the other word?

12. _____ T: What did we decide to do if we couldn't remember a question the class had already discussed? Can you tell me, Jeff?

Jeff: Well, I guess we decided to look back at the question and think it through for ourselves before asking?

T: Why don't you try that, Jeff? (Jeff puts rubber band away and goes to work. Teacher helps a few people and notices Bruce take a squirt gun from his pocket and begin to play with it.) (Virginia, in front of him is hard at work -- teacher moves to her

13. _____ desk glancing at Bruce.) You're certainly hard at work, Virginia, really concentrating. (Bruce momentarily puts the water gun away) Can you give us a hint on the surrey? What page are you on?

Virginia: I'm on page 631. There's a picture showing two seats; so a surrey could probably hold maybe four people.

T: Who has found the gig?

Tony: Hey! (Exclaims as water hits the back of his neck.)

14. _____ T: Hush! Tony, never yell out like that; it's very disturbing!

Tony: But . . .

T: Have you found how many people a gig will hold?

Tony: Uh . . . A gig only has one seat . . . so the surrey is larger.

T: How do you know? (This time the teacher notices a stream of water on the board . . . She moves to

T: Bruce's desk as he raises the gun again. She holds out hand for gun and says sternly to Bruce . . .)

15. _____ Don't play with these in class. When the bells rings, remain seated. We'll discuss this later. (To class:) Who can tell us how we know . . . can you Tony?

Tony: Sure, because the illustration on page 307 shows that a gig only has one seat and is pulled by one horse. It probably only holds two people.

T: How many of you feel you know how to use illustrations plus the other cues we've discussed now? Most everyone does . . . all hands are up. (LouAnn is braiding Virginia's hair --- off-task during

16. _____ summary.) I'm going to have LouAnn and Virginia pass out paper for you to do the rest of the assignment. Please finish the other five questions on paper. Does anyone have any problems? If not, go to work until class is over. (The two girls pass out paper.)

TASK 4

Name

WITHITNESS

Protocol Film Observation Form

Instructions:

Fourteen teacher remarks are cued in this film. You are to watch carefully for each cued remark and indicate whether the remark is an example of a positive or negative WITHITNESS behavior. The behavioral indicator Desist is represented with both positive and negative examples. The behavioral indicators Suggestion of Alternate Behavior and Concurrent Praise are represented only in positive examples.

D+ -- Desist (timely and on-target)
D- -- Desist (not timely and off-target)
SAB -- Suggestion of Alternate Behavior
CP -- Concurrent Praise
DDB -- Description of Desirable Behavior
NA -- None of the Above

The cue in the form of a number will appear on the screen a second or two before the start of the teacher behavior you are to identify and will remain on the screen until the remark is completed. As each of the keyed teacher remarks occur, circle the appropriate symbol.

Number Cue	Symbols						Score
1	D+	D-	SAB	CP	DDB	NA	
2	D+	D-	SAB	CP	DDB	NA	
3	D+	D-	SAB	CP	DDB	NA	
4	D+	D-	SAB	CP	DDB	NA	
5	D+	D-	SAB	CP	DDB	NA	
6	D+	D-	SAB	CP	DDB	NA	
7	D+	D-	SAB	CP	DDB	NA	
8	D+	D-	SAB	CP	DDB	NA	
9	D+	D-	SAB	CP	DDB	NA	
10	D+	D-	SAB	CP	DDB	NA	
11	D+	D-	SAB	CP	DDB	NA	
12	D+	D-	SAB	CP	DDB	NA	
13	D+	D-	SAB	CP	DDB	NA	
14	D+	D-	SAB	CP	DDB	NA	

TASK 4

After the film is completed, your instructor will read the correct answers. The criterion for passing is 80% (11 or more correct). Make an X in the score column for each incorrect answer. Enter your score (number correct) here: _____

TASK 4

WITHITNESS

Protocol Film Scoring Key

Instructions:

Hand out Protocol Film Observation Form to students. Read Instructions to the students before beginning the film.

Have students exchange papers. Read the correct answers. Students should be reminded to mark incorrect answers with an X in the score column and enter the total correct in the space provided on the answer sheet. Criterion for this test is 80% (11 items correct). Collect the answer sheets as soon as they are scored.

NUMBER CUE	SYMBOL
1	SAB
2	CP
3	DDB
4	D +
5	NA
6	D +
7	SAB
8	DDB
9	D -
10	NA
11	DDB
12	CP
13	SAB
*14	D + or DDB

*NOTE: Key #14 stays on the screen through a D+ and into a DDB example. Either answer is acceptable.

6. Please check the statement that best describes your evaluation of the sound quality of the protocol film(s).

_____ a. The film was of very good sound quality.
_____ b. The film was of satisfactory sound quality.
_____ c. There were a few pupil remarks that were not clear but these did not interfere with my learning of the concept.
_____ d. I could not hear several pupil remarks and feel this interfered with my learning.
_____ e. The sound quality was poor and there was a substantial amount of the discussion I could not hear.

Comparative Evaluation

1. If you have taken other education courses, how would you compare the Protocol Materials to materials and teaching methods used in other education courses?

   a. In terms of quality of the educational content, Protocol Materials are: (check one)

      _____ (1) Much better
      _____ (2) Better
      _____ (3) About equal
      _____ (4) Not as good
      _____ (5) Much poorer

   b. In terms of relevance to teaching, Protocol Materials are: (check one)

      _____ (1) Much better
      _____ (2) Better
      _____ (3) About equal
      _____ (4) Not as good
      _____ (5) Much poorer

   c. In terms of interest level, Protocol materials are: (check one)

      _____ (1) Much better
      _____ (2) Better
      _____ (3) About equal
      _____ (4) Not as good
      _____ (5) Much poorer

Rating of the Protocol Modules

Please circle the number which most closely represents your judgment on each item.

		Strongly agree	Agree	No opinion	Disagree	Strongly disagree
1.	The objectives of the protocol modules were clear.	1	2	3	4	5
2.	The materials were attractive and interesting.	1	2	3	4	5
3.	The content was well-organized.	1	2	3	4	5
4.	Important ideas were easily recognized .	1	2	3	4	5
5.	Repetition of important content was adequate.	1	2	3	4	5
6.	Learning tasks were suited to my level of understanding.	1	2	3	4	5
7.	The materials in the student handbook were easy to use.	1	2	3	4	5
8.	Work sheets and visual materials were well-integrated.	1	2	3	4	5
9.	The written classroom transcripts in the student handbook helped me relate the concept to things I could do as a teacher to apply the concept.	1	2	3	4	5
10.	I feel the ideas presented were worth learning.	1	2	3	4	5

Suggestions for Improvement

Please write any suggestions you have for improving the Protocol Modules. Be as specific as you can. Use back of this page if you need more time.